**RHHS CURRICULUM MAP**

Course: H4 Unit 7

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| Period of Study: Political Revolutions/Change/Turning Points | |
| **Common Core STANDARDS/SKILLS:** | **Social Studies Standards** |
|  | 2.1- (analyze interpretations of issues, events, developments and written accounts from different perspectives throughout world history)  2.1 – (understanding broad patterns and interactions of cultures/civilizations during particular eras)  2.2 – (distinguish between multiple time periods using timelines)  2.2 – (evaluate different models of periodization of historical events and identify their relevance)  2.2 – (analyze narratives from different times/places to understand historical events)  2.2 – (investigate turning points in world history and the long term effects)  2.3 – (analyze the social, political, economic, cultural, and religious contributions/roles of people)  2.3 – (examine the social, cultural, political, economic, and religious cultures around the world)  2.4 – (pose analytical questions for further investigation)  2.4 – (intrpret and analyze documents/artifacts significant to events in world history)  2.4 – (analyzing world history by detecting bias/distortion of facts and propaganda)  3.1 – (understand how to use various maps)  3.1 – (analyze how different forces control and divide the earth’s surface)  3.2 – (gather geographic information from various primary/secondary sources)  4.1 – (explore basic concepts of economic principles)  4.1 – (understand economic decision making)  4.2 – (identify and evaluate economic information from various sources including graphs, charts, and tables)  5.1 – (evaluate purposes of government and civic life)  5.1 – (examine different ideas about political systems) |
| **REGENTS THEMES:**  **Change; citizenship; conflict; culture; decision making; diversity; economic systems and factors of production; society; justice and human rights; nationalism; power and political systems; scarcity and needs and wants; science and technology; urbanization** | **ESSENTIAL Questions:**   1. **Why do people want to change their government?** 2. **Do idealistic motives lead to positive changes in society?** |
| **Focus Questions/ Topic Questions**   1. **Why was the French Revolution an important "turning point" in history? (2)**   *Topics/Activities: Review of causes and effects of the French revolution (2007 DBQ)*   1. **Why was the Russian Revolution of 1917 an important “turning point” in history? (1)**   *Topics/Activities: Review of causes and effects of revolution, compare with Chinese and French communist revolutions*   1. **How did the Chinese Communist Revolution transform life in China? (1)**   *Topics/Activities: Mao and the Great Leap Forward, Cultural Revolution, Red Guard, Little Red Book*   1. **Can China keep its communist government while embracing capitalist reforms? (1)**   *Topics/Activities: Deng Xiaoping & the four modernizations; political repression at Tiananmen Square*   1. **How can we compare and contrast important political revolutions? (1)**   Topics/Activities: jigsaw activity using a chart to compare and contrast the above revolutions | |
| **INSTRUCTIONAL Objectives SWBAT:** | |
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| **VOCABULARY Tier II and Tier III:** | |
| |  |  |  | | --- | --- | --- | | Estates (3rd Estate)  Reign of Terror  Declaration of Rights of Man  Napoleonic Codes  Czar  Bolsheviks  Peace, Land and Bread  Red Guard/Little Red Book  Communes  Communism | Industrial and Agricultural Revolution  Great Leap Forward  Cultural Revolution  Capitalism  Four Modernizations  Tiananmen Square Massacre  Repression  Economic  Political  Social |  | | |
| **ASSESSMENT / EVIDENCE/ ACTIVITIES** | |
| Regents Multiple Choice/DBQ  Essay Questions  Analyze Propaganda  One Pager Review Summary  Mapping and Charting  Role-Playing & Simulations  Analyzing Political Cartoons/Pictures  Detecting Cause and Effect Relationships | |
| **RESOURCES/TECHNOLOGY INTEGRATION:** | |
| *Castle Learning*  *Exam Wizard* | |